

Effect of the Psychological Needs on Student Academic Hardiness in Acceleration Program

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Abstract

According of education law, children who have high abilities will have the opportunity of education in favor of increasing them ability, such as accelerated program. On the other hand, there is a tendency handling has not maximized. From the study of the research team on the implementation of an accelerated program at 2 and 3 junior high school in East Java, suggests there are some problems one of which is the lack of awareness of the psychological needs of accelerated students. The students tend to be stress in the learning process. This study aims to determine the effect on the toughness of psychological need fulfillment in academic hardiness The Study involved 78 students. The results showed that the relationship fullfilness has dominance effect to student's academic hardiness.

Keywords: Self-Determinism, Academic Hardiness, Giftedness, Acceleration Program

BACKGROUND

Educational services are more advance day by day. Making government not only services, but also pays attention special education for children with intelligent and talented. It is implied at Act no 20 of 2003 Chapter IV Article 5, paragraph 3 of the National Education System mandates that "citizens who have the intelligence and special talents are entitled to special education services".

In order to carry out the mandate of the Act, the Indonesian Directorate General of Elementary and Secondary Education released a Guideline for Acceleration Program to care smart and talented students in elementary, junior, and high school. The education program has known as the acceleration program. Based on Muhammad (2008) analysis, acceleration study more direct to solutions more studies done on acceleration program, the elementary school can be completed in 5 years and junior high school and senior high school completed within 2 years. On the one hand, the program became one of the

mainstays of the school to provide additional value, so the reputation of the school is concerned for the better in the public eye. So many schools are keen to set up the program, despite the readiness of resources and understanding of the concept of CI children is very limited.

The rules above eventually prompted many schools are competing to hold the accelerated program. Nuqul, Zamroni, Rahmawati and Pranata (2013) obtained data on schools education service delivery for high intelligent children in the form of an accelerated program number 326 till 2013th. This indicates that the quantity of the organizers of the level of education for children CIBI in Indonesia has increased and *Madrasah* is part of it. But many school do not handle maximally yet.

This problem, according Nuqul et al (2013), students psychological needs in *Madrasah* still less recognize the school administrator. *Madrasah*, generally, only requires students to be able to meet the score target of the subjects with a rapid process. Yet, students also have the need to interact with others correctly and appropriately to express their emotions. Lack of unconcern to student's psychological needs, make them feel stress and effect on lack competence of self-adjustment in the surrounding environment.

Supporting the study above, also mentioned that the main weakness of the implementation of accelerated classes in high school is that the acceleration of education from 3 years to 2 years only occurs in the cognitive (knowledge and intellect) and does not occur in the affective and psychomotor domains. The development of a student's academic potential accelerated classes, but other potentials are not accelerated (Alsa, 2007:16). So it shows that the *Madrasah* in the same level with SMA also experienced less psychological fulfillment of students in accelerated classes.

Another problem in the acceleration class is not fulfilled the minimum IQ. The study found that some high school students accelerated classes do not fulfil required minimum IQ (Fortune, 2005: Alsa, 2006: Nuraida, et al, 2007). Consequently, students must study harder, using most of the time to learn and to not fall behind classmates from his friends. Consequently, students do not have much time to socialize with their peers. These are the potentially give personal and social developmental problem to student (Alsa, 2007:19).

The problem above, deserve attention that is more serious. Because one of the five standards of competence to be achieved accelerated program associated with the area of affection, such as, self-understanding, understanding of others, self-control, self-reliance, self-adjustment, self-dignity and virtuous character (Alsa, 2007). From here requires the school to meet the psychological needs of accelerated students. So that will achieved in the educational aspects of the affective domain services.

Dirgagunarsa (1983) said, psychological needs is the need that provide human feeling prosperous and happy, as the need for praise, affection, freedom to act, feeling safe and free, and so on. These last few years, the need for psychological theories has been develop with a new concept known as the Self Determination Theory (SDT).

In concept of SDT, there are some basic requirements that must be met in order to promote the psychological well-being and healthy development (Deci and Ryan 2000). SDT shows the three basic needs: autonomy, competence, and relatedness. Autonomy refers to the need to feel that the person's behavior and outcomes caused by a self-determined or self, as opposed to influenced or controlled by outside forces (deCharms, 1968, Deci & Ryan, 1985, 2000).

Competence refers to the need to feel effective and able to perform tasks at various levels of difficulties (Harter, 1978; Ryan & Deci, 2002; White, 1959). During leisure time activities, young people have the opportunity to be good and / or feel good about something, challenged, and develop their skills. When the need for competence is satisfied, individuals may get benefit in psychological well-being, and improve to act effectively and bring about the goal. Need of competence is closely related to the needs of the relationship, due to feedback from significant others can be an important contributor to adolescent feelings of competence (Fredricks et al. 2002).

Relatedness refers to the need to feel connected with, endorsed, or cares for others (Baumeister & Leary, 1995, Ryan & Deci, 2002). Because adolescence in a transition period, with a decrease in conformance with parents, social relationships with peers and other adults, may become increasingly important, both for the general psychological well-being and to the enjoyment of the activity. Involvement in recreational activities connecting a teenager for a set of similar peers, provide experiences and common goals, and to strengthen the friendship between peers and relationships with adults (Eccles et al. 2003). As a result, recreational activities can

facilitate the needs of adolescent development for social relatedness, and can contribute to a person's identity as an important and valued member of a group or society. In activities, teenagers have the opportunity to be with other people, work with them, and feel respected and liked. SDT establishes three requirements must meet in order to achieve psychological well-being (Deci & Ryan, 2000). That is, if only one or two of the three requirements are met, the psychological health will suffer (Deci & Ryan, 2000; Ryan, 1995).

From the description of Self Determination Theory (SDT) above, it can be concluded that the basic psychological needs of autonomy according to SDT consists, competence and relatedness. All of three requirements must meet for the psychological well-being. This is consistent with satisfaction of basic needs for autonomy, competence, and relatedness has a positive effect on well-being (e.g, Reis, Sheldon, Gable, Roscoe, & Ryan, 2000; Sheldon & Niemiec, 2006), satisfaction with life (e.g, Meyer, Enstrom, Harstveit, Bowles, & Beevers, 2007), aspiration (eg, Niemiec, Ryan, & Deci, 2009), and self-esteem (e.g, Thøgersen-Ntoumani & Ntoumanis, 2007). In other side has negative correlation with depression (eg, Wei, Philip, Shaffer, Young, & Zakalik, 2005), and anxiety (eg, Deci et al., 2001).

In the accelerated program, the needs are not fully meet. From the results above, indicated that acceleration administration still has not touched the psychological aspect. In short, accelerated children were limited in their activities. They are required to participate in educational programs that have a heavy load. They are required to continue to pursue academic. Not all activities that have nothing to do with academic ability allowed to implemented, such as extracurricular activities and organizations. In addition, with these activities, children can develop any capabilities than the regular classroom children. Acceleration of these activities, children can also increase psychological need fulfillment as to establish social relationships with other people and try to be a determinant of its own success.

Hasanuddin's research results (2010) showed that various problems that arise in the accelerated program. Such as, lack of time to help parents work at home; always locked himself; underachiever; indifference and lazy when teaching less invite a challenge for him; forced to learn; lacking in social life; limited time with the family; sometimes feel bored, tired, stressed; easy to get sick, fatigue, and stress; rarely

socializing with friends, and family time is very limited. It is because the acceleration students are required to meet high academic demands.

From the above results, it can be seen that the support and relationships with others are very influential in the process of acceleration of student life and ultimately reduce the level of student resistance to oppressive conditions. Resilient students face the stressful situation in academic psychological concepts included in hardiness. Academic hardiness according to Benishek and Lopez (2001:59) is useful in understanding why some students persist when faced with academic difficulties, while others do not.

In response to the lack of fulfillment of psychological needs, accelerated student requires a strong commitment to make students persisted in various academic situations at school that made him depressed. Commitment known as part of academic hardiness factor. Academic hardiness is a personality characteristic that has a source resistance when individuals encounter a threatening event and can adjust the incident appropriately and effectively. Academic hardiness was eventually able to control the individual to remain able to deal with these issues and will challenge it faces stressors such as lack of fulfillment of psychological needs in the acceleration experienced by the student as described previously. So from here the student important acceleration in personality hardiness has to handle the stresses due to the lack of fulfillment of psychological needs in educational settings.

The concept of academic hardiness from Benishek and Lopez (2001) is formed of two cognitive-oriented theories, hardiness theory by Kobasa and academic motivation theory by Dweck. Both theories are useful in understanding the causes of students persist when faced with academic difficulties, while others do not. The hardiness theory of Kobasa (Kobasa, 1982; Ouellette, 1993) showed that the three processes of cognitive appraisal (control, commitment, and challenge) associated with persistence when faced with difficult life circumstances. While academic motivation theory gives a better understanding of how academic performance is affected by the student's academic goals.

Both are mutually complementary theory provides a framework for understanding how students may react to academic challenges. Students who have hard effort and high emotional self-regulation they will make personal sacrifices to excel academically. They also and are deliberately looking for a particular difficult job

because doing so can provide long-term personal growth (ie, challenge) may be more likely to run from the orientation-based learning rather than achievement-based orientation. This conceptualization guided the development of the initial version of the Academic Hardiness Scale (AHS) (Benishek & Lopez, 2001).

Dweck and Leggett (1988) identified two patterns of cognitive-affective behaviors that differed in academic performance and related to the types of goals that students pursue. Students who pursue performance goals seek to prove their ability and suitability avoid them and avoid showing their incompetence. They consider the ability as a real entity, failure on a given task resulted in feelings of incompetence and lack of intellectual ability (Dweck, 1986; Elliott & Dweck, 1988; Mueller & Dweck, 1998). When faced with a particularly challenging task or faced with experience early failure, these students showed increased susceptibility to negative influences and lowered perseverance in carrying out tasks.

Students who pursue the goal of learning, by contrast, view the academic challenge as an opportunity to acquire new skills and to improve their competence. They view the ability as additional skills that can be improve as one of knowledge and become more competent (Dweck, 1986, Elliott & Dweck, 1988). Failure and error considered as a natural part of the learning process. These students reported less negative arousal, a greater degree of engagement in the task, and more diligence in responding to the difficult tasks and early failure. For example, Mueller and Dweck (1998) found that students who received praise for their efforts more than their intellectual abilities (ie, they are in a state of orientation- learning) are more likely to enjoy the task despite the difficulties and the possibility of failure is higher. In fact, students actually like the more difficult tasks and do not look at their lack of success as a reflection of an intellectual deficit.

In contrast, students who were praise for intelligence students are less like a challenging task and less able to survive when they experienced a failure. Similar results have found with the transition to junior high school students, while academic work may be more challenging than in the previous level (Dweck & Sorich, 1999; Henderson & Dweck, 1990).

This imply that that the academic hardiness is a personality characteristic of students who have the endurance and strength in the face of stressful events in schools involving three aspects that are control, commitment, and challenge.

The important facts is related to the influence of psychological fulfillment of the academic hardiness is that based on Dweck and Leggett (1988) model of academic motivation. The result showed that the difference between the hardiness among students must related to differences in students' attitudes on learning motivation and get higher achievement. In research, Dweck and Leggett (1988) identified two patterns of cognitive-affective behaviors that differed in academic performance and related types of goals that students pursued. It can concluded that the personality of the academic hardiness possessed by students more motivated them and challenged with academic situation, which also increases the desire for achievement or the need of competence can be met.

Other research also mentioned that the identified one of the factors affecting hardiness was social support. Gannelen & Paul (1984) said that the three components of hardiness trait differently related to social support. In particular, they found that the dimensions of commitment and challenge were highly correlated with social support while the dimension of control was not associated with social support. However, Kobasa et al (1981) emphasized that the three dimensions of hardiness are interrelated each other and can be summed to create a composite measure of hardiness.

Based on the problem above, researchers considered that the Academic hardiness is very important to be possessed by accelerated student and the presence of the Academic hardiness is influenced by the fulfillment of the basic psychological needs. Therefore, the researcher wishes to conduct research on "The Effect of Fulfillment of Basic Psychological Need on Academic Hardiness of Accelerated Student at *Madrasah Aliyah* in Malang".

According to the explanation above, it can proposed the hypothesis of this study that there was a significant effect of the fulfillment of psychological needs on academic hardiness of accelerated students.

RESEARCH METHODS

The subjects of this study were overall accelerated students in *Madrasah Aliyah* in Malang. This subject comes from *Madrasah Aliyah Negeri Malang 1* and *Madrasah Aliyah Negeri 3 Malang*. The total of the subjects were 78 students, each of which contained 38 students on each *madrasah*.

The instrument to collect the data in this study was academic hardiness scale adopted Benishek, Feldman, Shipon, Mecham and. Lopez (2004). The scale developed and modified by researcher according to the research context. After testing, the obtained items that meet the reliability and validity. On a scale of hardiness earned 27 academic items meet the standard. The aspect of control of affect totaled 9 items with an alpha value of 0.817, the control of effort amounted to 6 items with an alpha value of 0.722, aspects of commitment amount to 5 items with an alpha value of 0.853, and challenged amounted to 7 item with an alpha value of 0.785.

To measure the fulfillment of psychological needs, the researcher used scale of the psychological needs from Johnston and Finney (2010). The scale measures three components of the psychological needs that are autonomy, competence, and relatedness. The scale of psychological needs had 15 items that meet the standard. Each of these aspects has 5 items. The alpha values obtained were 0.752 for aspect of autonomy, 0.710 for aspect of competence, and 0.840 for aspect of relatedness.

RESULTS

The results of the analysis above showed that there were significant effects of fulfillment of psychological needs on the academic hardiness. It can be inferred from the value of $F = 16.034$ ($p = 0.000$; $p < 0.01$). The results also found the influence of fulfillment of psychological need aspects simultaneously on academic hardiness with *R Square* of 0.394, which mean that fulfillment of psychological need, contribute 39 per cent on academic hardiness.

Then to find out the effect of each predictor of fulfillment of psychological need aspect on academic hardiness, the results obtained were in the table below:

Table. 1. Effect of Each psychological need Aspects on Academic Hardiness

Model	Beta	t	p
Autonomy	0.176	1.186	0.239
Relatedness	0.442	3.529	0.001
Competence	0.081	0.658	0.512

According to the table above, it can be inferred that $t = 1.186$ and $sig(p) = 0.239$ where $p > 0.001$ mean that there was no significant influence of autonomy on academic hardiness. In the aspect of competence showed that $t = 0.658$ ($p = 0.512$; $p > 0.01$) means that there was also no significant effect of competence on academic hardiness. Relatedness was the only aspect that had a significant effect on academic hardiness based on $t = 3529$ ($p = 0001$ where $p < 0.01$).

DISCUSSION

The results showed a highly significant correlation between fulfillment of the psychological needs on academic hardiness of accelerated students at *Madrasah Aliyah* in Malang. The higher the fulfillment of psychological needs will be higher the academic hardiness of accelerated student.

Results also found the influence aspects of psychological needs partially on academic hardiness. The results showed that there was one aspect of the psychological needs that had a significant positive effect particularly relatedness need to academic hardiness.

The fulfillment of psychological need of relatedness of students will also have an impact on other psychological needs that must be fulfilled on accelerated student. These needs are psychological needs of autonomy and competence. When the psychological need of competency is satisfied, the individual may benefit psychologically, and feel that they can act effectively and achieve goals. Need of competence is closely related to the needs of the relationship; because of feedback from other people who may be an important contributor significant teens have a sense of competence. It can be inferred that the aspect eventually found on the psychological needs cannot stand alone. These three aspects are overlapping and cannot stand alone. SDT theory establishes three requirements must be met in order to achieve

psychological well-being (Deci & Ryan, 2000). If only one or two of the three needs are met, the psychological health will suffer (Deci & Ryan, 2000; Ryan, 1995).

These results can strengthen and prove that there is positive relationship between fulfillments of the psychological needs on academic hardiness of accelerated students at *Madrasah Aliyah* in Malang. Accelerated student with the high fulfillment of psychological need of relatedness will further increase the academic hardiness. Fulfillment of relatedness need as the highest compared with other psychological needs imply that relatedness need was the most influential psychological need on academic hardiness vice versa. Accelerated student in *Madrasah Aliyah* in Malang will meet higher levels of their academic hardiness when they met the psychological need of relatedness.

As the result is in line with the results of research that showed that one of the factors identified affect hardiness is social support. Gannelen & Paul (1984) said that the three components of hardiness trait differently related to social support. In particular, they found that the dimensions of commitment and challenge were highly correlated with social support, while the dimensions of control (Affect and effort) were not associated with social support, However, Kobasa et al (1981) emphasized that the three dimensions of hardiness are interrelated each other and can be summed to create a composite measure of hardiness.

Social support above included in the aspects of the relatedness because explained that relatedness refers to the need to feel connected, supported by, or cared for by others (Baumeister & Leary, 1995, Ryan & Decy, 2002). Because adolescence is a period of transition, with a decrease in conformance with parents, social relationships with peers and other adults may become increasingly important, both for general psychological well-being and to the enjoyment of the activity. As in the study conducted by Eccles et al, 2003 on involvement in recreational activities connecting a teenager with peers, provide experiences and common goals, and to strengthen the friendship between peers and relationships with adults.

At high the accelerated student, the highest academic hardiness is influenced the relatedness proven by several studies that have done. These results imply that social support from people around is very influential on the academic hardiness of accelerated Student in *Madrasah Aliyah* in Malang. Support from parents, teachers, and friends will

encourage the accelerated student to be able to survive in the face of academic challenges that exist in the accelerated program.

The results of the influence of psychological fulfillment on academic hardiness indicated that academic hardiness especially control of affect, very influential in the fulfillment of psychological needs of relatedness on accelerated student. Accelerated Students with low control of affect are necessary to fulfill to minimize barrier that occurs in the accelerated students. The student with low of control of affect will be individuals who are less able to influence and regulate their emotions when faced with academic challenges (Lois A. Benishek et al, 2004). Students who have low control of affect will not be calm and not be able to learn from failure during the study. Students even would be a worry in every test. Negative effects such as easy to despair, discouragement, and lack of hope is due to a low control of affect of the student.

According to Kobasa (1982:168) a person who has low control of affect he is likely to have a passive feeling. It will always feel hurt by things that cannot be control, lacks initiatives and less able to feel the presence of the sources in the performance of him so that individual a feeling of helplessness when faced with things that cause tension. If this happens to the accelerated students, it should minimize as much as possible. This will have an impact on the academic process that takes place on an accelerated program, because the number of academic pressure in the accelerated program will influence students' lack of ability to control his emotions and control due to the low control of affect.

One of the factors that can minimize the low level of control of affect was the fulfillment of the most powerful psychological needs, relatedness. Subsequently, the people associated with students such as parents, teachers, and friends as well as others close to the acceleration students are expect to provide support to the accelerated student. Because the support provides the spirit for the accelerated student to deal the academic demands, they are facing.

Fulfillment of psychological needs of relatedness refers to the need to feel connected with, endorsed by, or care for others (Baumeister & Leary, 1995 , Ryan & Deci, 2002) . Psychological needs of relatedness on accelerated student shows that accelerated students require the interdependent relationship each other and the existence of good relations between the members of those around him. Fulfillment of

psychological needs of relatedness is similar to research conducted by Eccles et al, 2003 on student involvement in recreational activities connecting a teenager with his colleagues, provide experiences and common goals and to strengthen the friendship between peers and relationships with other adults. As a result, when associated with the need for relatedness on accelerated students, the support of other people around him and student engagement with others can facilitate students' psychological needs of relatedness and contribute to the identity the student as an important and valued member of a group or society. The condition like this make-accelerated students have the opportunity to socialize with other people, work with them, and feel respected and liked. In the end, accelerated students feel that relatedness need has been fulfill.

EPILOG

The results showed that the highest level of fulfillment of psychological need was relatedness. It implies that the fulfillment of relatedness needs is quite necessary on accelerated student.

Additionally, the high level of academic hardiness of accelerated student especially on commitment, challenge, and control effort. At the same time, the majority control of affect was in the low category. This result accelerated students become less able to face the pressure of academic challenges so they become easily discouraged, lack of passion for learning, and hopeless.

Other results showed the effect of psychological need fulfillment on the academic hardiness. It means that if the higher fulfillment of the psychological needs, the higher academic hardiness of accelerated student too, otherwise the lower the fulfillment of psychological needs, the lower academic hardiness of accelerated student.

Advice for school/*Madrasah Aliyah* in Malang need to understand the importance of fulfilling the relatedness needs of the accelerated student. Fulfillment of relatedness needs of may take the form of teachers able to provide enough time to perform the counseling to students to provide assistance in the resolution process of learning barriers experienced or to be someone who can be a motivator in student academic improvement.

In addition, because of the low level of control of affect accelerated student, it is required a training to students to improve control Affect. This, in turn, will give a good

impact on students undergoing the pressure that occurs in the accelerated program. Accelerated students become better able to demonstrate strong academic hardiness.

Subsequent researchers who want to examine the influence of psychological need fulfillment to accelerate student academic hardiness are advised to try a new breakthrough engagement related cognitive variables such as Intellectual Question (IQ) to look at the role of cognition in academic hardiness.

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